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ABSTRACT

The 1992-93 annual report describes Utah's progress in implementing the Utah State Public Education Strategic Plan. The plan is designed to guide schools to improvement. It seeks to educate Utah citizens, give students learning and occupational skills, develop students, and offer schools flexibility in meeting goals. Part of the strategic plan is assessing students' progress. In 1992, students in grades 5, 8, and 11 were tested. Evaluations were done of the effectiveness of various school programs, including the career-ladder program, year-round schools, site-based decision-making, and other programs. Efforts to build equity and opportunity in mathematics and science, limited-English speaking students, rural schools, and other areas are reviewed. Steps were also taken to improve school safety and combat student drug and alcohol abuse. School-to-work efforts through business-community-school partnerships are also reviewed. Hands-on learning programs were stressed for basic subjects. Forms of electronic education such as distance learning and satellite services are reviewed. Schools also worked toward integrating services for students at risk. Use of applied technology continued to expand. Efforts were made to enhance teaching as a profession. Changing financial and demographic information about schools was also monitored. And education support services were reviewed. (JPT)

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ANNUAL REPORT OF THE UTAH STATE SUPERINTENDENT OF PUBLIC INSTRUCTION 1992-93

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INTRODUCTION

We're implementing Utah's Public Education Strategic Plan!

Utah's public education leaders are seizing the concept of strategic planning to bring into being a new kind of public school more responsive and resourceful than ever before. As the importance of making careful, long-range decisions becomes apparent in schools, school districts, and communities across the state, strategic planning is emerging as the most powerful single force for school reform in the 1990s.

Utah is earning national acclaim for setting in place a systemic model of integrated services for children and youth at risk that other states are now seeking to emulate. The success of Utah's Educational Technology Initiative and of our expanding student assessment program during the past few years are also being recognized both within Utah itself and across the nation.

Issues such as school fees and fee waivers, school building aid, increased Youth in Custody funding and gang prevention and intervention need our attention. As our population grows, so must our efforts to fully fund all Utah students and to make sure they have access to applied technology education in order to compete successfully in the global workplace of the next century.

This Annual Report describes our progress to make the Utah State Public Education Strategic Plan a reality and improve our school system. It also offers up-to-date information about the needs and accomplishments of the State Office of Education as it implements the policies of the State Board and related legislation. I welcome your involvement in and support of public education in Utah.

1. WE'RE USING STATE STRATEGIC PLAN STRATEGIES...

...to empower each Utah school to fulfill the public education mission.

THE UTAH STRATEGIC PLAN LAW

Enacted by the 1992 Legislature through House Bill 162, the 1992-1997 Utah State Public Education Strategic Plan is now a fully articulated law known as the Utah Strategic Planning Act for Educational Excellence, Utah Code Section 53 A 1a, 101-109. In it the Legislature recognizes the mission of public education

"...to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society, by providing students with learning and occupational skills, character development, literacy, and basic knowledge through a responsive, statewide system that guarantees local school communities autonomy, flexibility, and client choice, while holding them accountable for results."

The law defines the characteristics of a public school system, offers parental participation guidelines, describes school district and individual school powers, and authorizes school community councils. Finally, the State Board of Education is encouraged to promote public awareness, disseminate successful model practices, and report strategic planning progress.

RECOMMENDATIONS OF THE STATEWIDE STUDY

The State Office of Education took the lead in fulfilling the responsibility delegated to the State Board to develop a mechanism for reporting state, district, and school progress toward implementing the State Strategic Plan to policymakers and other interested persons at each level within our government and the public-at-large.

The State Office selected the Western Institute for Research and Evaluation (WIRE) to conduct a Statewide Study of Strategic Planning in Utah's Public Schools to identify key strategic planning activities going on at the present time, measure participant perceptions of their impact, and promote adoption of the Strategic Plan by all its stakeholders.

In November 1993, the WIRE Study was accepted by the State Board of Education along with its recommendations. The Study called for roles and expectations of State Plan stakeholders to be clarified and for adequate funding to support the strategic planning process. It also stressed the need for long-term commitment, inservice training, and the consistent reporting of progress.

THE FIRST GROUP OF CENTENNIAL SCHOOLS

Enacted through House Bill 100 by the 1993 State Legislature, the Centennial Schools Program stands as a primary catalyst to showcase the mission, objectives, and goals of the State Strategic Plan in action. Five hundred educators and public officials were present at the Governor's Centennial Celebration that kicked off this initiative. Utah's first group of 97 Centennial Schools has established plans that integrate a variety of innovative features designed to generate systemic change.

These Centennial schools come from all parts of the K-12 system and both urban and rural areas. They cut across all socio-economic levels. All received a base allocation of $5,000 plus $20 per student to implement their plans. Profiles of each school describing its past accomplishments and future plans were compiled and distributed last fall.

NATIONAL EDUCATION GOALS UPDATE

Utah is continuing to make significant progress in meeting the six goals adopted by the nation's governors at the Education Summit Conference held in Charlottesville, Virginia, in September 1989. But much still needs to be done to make these goals a reality for Utah citizens. Each goal and a current example of Utah's efforts to reach it are as follows:

- Readiness for School: All Utah school districts provide preschool special edu-

cation serving a total of over 4,000 children age three through kindergarten.

- High School Completion: During 1992, over 70 percent of the Utahns who took the GED tests qualified for a high school equivalency certificate.
- Student Achievement: The 1993 math scores of Utah students on the ACT college entrance test rose above the national average for the first time in two decades.
- Science and Mathematics: The revised hands-on math core is now being used in elementary classrooms; the revised K-6 science core will be ready in 1994.
- Adult Literacy/Lifelong Learning: In 1992-93, the State Office Custom-Fit Training Program trained 3,600 new employees for more than 160 companies.
- Safe, Disciplined, Drug-Free Schools: 39 curriculum, peer, and parent-oriented programs are operating to prevent alcohol abuse, drug abuse, and gang violence.

LOCAL AGENCY ASSISTANCE

In the future, all local school districts will be informed of available funding sources on a monthly basis and are invited to request help in preparing applications for funds as they become available. The State Superintendent has appointed a specialist to assist districts in their efforts to be successful in federal or state competitive programs.

In December 1993, 23 grants totaling $80,000 were distributed to 18 local schools and five districts not presently in the Centennial Program to fuel their strategic planning endeavors. As time passes, more will join them in implementing some form of site-based planning, school-business partnership, integrated curriculum, educational technology, and interagency collaboration.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- "Strategic Planning for Educational Excellence Act" *(Utah Code 53A 1a 101-109)*
- *A Statewide Study of Strategic Planning in Utah's Public Schools*
- *1993-94 Centennial Schools Profiles*
- *A Utah Perspective on the National Education Goals*

2. WE'RE CONDUCTING MULTI-FACETED STUDENT ASSESSMENT...

...through an assessment information retrieval system, part of the State Strategic Plan.

UTAH'S STATEWIDE TESTING PROGRAM

The State Office of Education again administered the Stanford Achievement Test to 5th, 8th, and 11th graders statewide in the fall of 1992, and reported the results to school districts to share with the public. Results found Utah performance exceeding that of the nation as a whole in mathematics, reading, science, and social science. Fifth grade math and 11th grade science were particularly strong. However, language/English test scores were below the national average for grades five and eight and lower than in any other subtest taken by 11th graders, indicating that significant improvement is needed in this area. *(See Chart #1)*

CORE CURRICULUM ASSESSMENT

District implementation of core assessment tools such as criterion-referenced tests and item pools continues to grow. Nearly 600,000 state core tests were given to Utah students by districts in the spring of 1993, and 37 districts used both the tests and State Office of Education computerized scoring services. The individual student profiles they produce are especially useful to teachers as a basis for focusing further instruction.

Writing assessment workshops are training district personnel to use the six-trait analytic scoring model to assess student writing. With the help of Profiles Corporation, 30 performance assessments for elementary math, science, and social studies have been developed and field tested. These assessments measure the ability of students to apply what they have learned to solve math problems, conduct science experiments, and create products such as essays or art work.

Chart #1

Utah Statewide Testing Program - Fall 1992

STATE RESULTS FOR MAJOR SUBTESTS

Median National Percentile Ranks for the Total State
Stanford Achievement Test, Eighth Edition

	Grade 5			Grade 8			Grade 11		
Subtest	1990	1991	1992	1990	1991	1992	1990	1991	1992
Mathematics	60th	62nd	**62nd**	53rd	54th	**55th**	54th	59th	**59th**
Reading	53rd	55th	**53rd**	55th	55th	**55th**	58th	58th	**61st**
Language/ English	48th	48th	**48th**	45th	45th	**45th**	45th	51st	**51st**
Science	52nd	56th	**56th**	53rd	53rd	**58th**	60th	60th	**60th**
Social Science	55th	55th	**55th**	50th	50th	**54th**	56th	56th	**56th**
Total Basic Battery	53rd	55th	**54th**	51st	51st	**53rd**	53rd	55th	**56th**
Students Tested	36,331			35,417			29,067		

The National Norm is 50 for each student

AMERICAN COLLEGE TESTING RESULTS

Performance of Utah students taking the ACT in the spring of 1993, was substantially higher than that of the national comparison group in English, reading, science reasoning and the composite score. Improvement during the past year was particularly notable in mathematics subscore categories such as intermediate algebra and geometry/ trigonometry. From 1988 through 1993, Utah averages increased while national scores took a slight decline. *(See Chart #2)*

ADVANCED PLACEMENT UPDATE

Utah is continuing to distinguish itself as America's first-ranked state both in number of Advanced Placement exams taken and performance on a per capita basis. AP exams were taken by 9,436 Utah students in subjects ranging from U.S. history to English literature to government/ civics to calculus. Over 71 percent of all exams written by Utah high school students in 1992-93 earned a score high enough to qualify for college credit. *(See Chart #3)*

THE 1992 NATIONAL ASSESSMENT

Results of the long-range 1992 State-by-State National Assessment show Utah 4th and 8th graders scoring noticeably higher in mathematics than their peers in the western United States and across the nation. In reading, Utah 4th grade students also out-performed their peers nationally and in the West. Utah's overall participation rate of approximately 95 percent was among the country's highest, making the performance of our 4th and 8th graders even more impressive. *(See Chart #4)*

Chart #2

Six-Year Trends in Utah and National
ACT COMPOSITE SCORE AVERAGES

Year	Utah	Nation
1988	20.9	20.8
1989	20.9	20.6
1990	21.0	20.6
1991	21.0	20.6
1992	21.1	20.6
1993	21.1	20.7

Chart #3

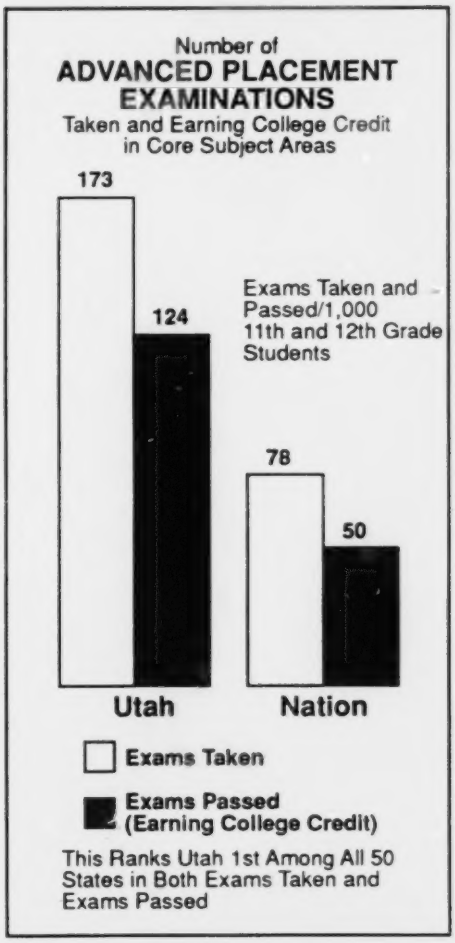


Chart #4

1992 STATE-BY-STATE NATIONAL ASSESSMENT RESULTS

Overall Average Mathematics and Reading Proficiency Scores for Utah, the West, and the Nation.

	Mathematics		Reading
	Grade 4	Grade 8	Grade 4
Utah	223 [a]	274	222
West	217	267	213
Nation	217	266	216
Utah's Rank in the Nation	12th [b]	8th	10th

[a] Results based on National Assessment Scales which have a theoretical range from 0 to 500.

[b] 44 States and territories participated in the 1992 State-by-State National Assessment.

Source: National Assessment of Educational Progress

EDUCATION IN STATES AND NATIONS

In a 1993 study released by the National Center for Educational Statistics, the performance of Utah 8th grade mathematics students compared very favorably with that of their counterparts in 43 other states and 15 nations belonging to the Organization for Economic Cooperation and Development. When viewed in a nation-state context along with developing countries in Western Europe and Canada, the mathematics proficiency of the Utah students ranked sixth overall, placing Utah in a very positive, internationally competitive position. *(See Chart #5)*

HIGH SCHOOL COURSE-TAKING PATTERNS

A notably higher proportion of Utah students are now taking at least two years of foreign language, mathematics, and science than was true a decade ago in 1984. Enrollment increases in first and second-year algebra, geometry, and trigonometry, and also to some extent in chemistry and physics further verify this finding. Students are becoming more and more aware of the direct link between math and science proficiency and well-paying jobs. The most popular science course is still biology. *(See Chart #6)*

DISTRICT PERFORMANCE REPORTS

Utah school districts are continuing to produce district performance reports under State Office of Education guidelines for distribution to legislators, community leaders, and patrons as mandated by House Bill 170. Besides data on personnel, support services, student achievement and enrollment, school finance, and demographic projections, these reports often contain information on local strategic planning and are improving in quality from year to year.

Chart # 5

INDEPENDENT NATION

Rank order of 15 Nations and the State of Utah*

GRADE 8 MATHEMATICS PROFICIENCY

1ST	TAIWAN	9TH	ITALY
2ND	KOREA	10TH	CANADA
3RD	SOVIET UNION	11TH	SCOTLAND
4TH	SWITZERLAND	12TH	IRELAND
5TH	HUNGARY	13TH	SLOVENIA
6TH	**UTAH**	14TH	SPAIN
7TH	FRANCE	15TH	UNITED STATES
8TH	ISRAEL	16TH	JORDAN

*Based on the International Assessment of Educational Progress/National Assessment of Educational Progress Cross-Linking Study

Chart # 6

Comparison of Percentages of Utah High School Seniors Who Have Taken Specific Courses for 1984, 1988, and 1992

	Percentage of Utah High School Seniors Who Have Taken at Least:		
Subject Area	**1984**	**1988**	**1992**
Algebra I	78.7%	88.4%	86.3%
Algebra II	48.2%	63.2%	68.7%
Advanced Algebra	-NA-	-NA-	38.4%
Geometry	48.3%	66.4%	70.1%
Trigonometry	24.7%	33.0%	37.3%
Biology	-NA-	-NA-	86.9%
Chemistry	26.7%	38.0%	42.6%
Physics	14.2%	18.8%	21.2%
Computer-Related Course	28.0%	43.4%	64.3%
AP History/ Government/Economics	15.6%	20.8%	27.9%
AP English	21.0%	27.6%	25.9%
AP Mathematics/ Calculus	10.1%	13.1%	14.2%
AP Science	10.8%	10.5%	14.9%
AP Foreign Language	-NA-	-NA-	6.2%
AP Music/Art	-NA-	-NA-	12.9%
AP Computer Science	-NA-	-NA-	3.2%

THE 1990 CENSUS OF EDUCATIONAL ATTAINMENT

The 1990 Census ranked Utah second in the nation in educational attainment with slightly over 85 percent of the state's adults age 25 and older holding a high school diploma. Also, the Census found, just under 58 percent of Utah adults, the highest proportion in the nation, had completed between one and three years of college and over 22 percent of them had completed at least four years of college. *(See Chart #7)*

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Utah's Major Student Assessment Programs*
- *Questions and Answers About the Utah Core Assessment Program/Utah Statewide Testing Program*
- *Core Curriculum Assessment Test Item Pools/ Elementary End of Level Tests/Secondary End of Course Tests*
- *Utah Statewide Testing Program: Accountability Reports, Appendix to the Annual Report*
- *District Performance Reports: A Handbook to Assist Utah School Districts*

Chart #7

1990 Educational Attainment Statistics from the U.S. Census

The Utah and National Profile

Educational Attainment	Percent		Utah's Rank in Nation
	Utah	Nation	
High School Graduate	85.1%	74.2%	2nd
Some College	57.9%	45.2%	1st
Associate Degree	30.3%	26.5%	12th
Bachelor Degree	22.3%	20.3%	15th
Graduate Degree	6.8%	7.2%	22nd

3. WE'RE REFINING PRODUCTIVE SCHOOL REFORM PROGRAMS...

...through innovative research and development, part of the State Strategic Plan.

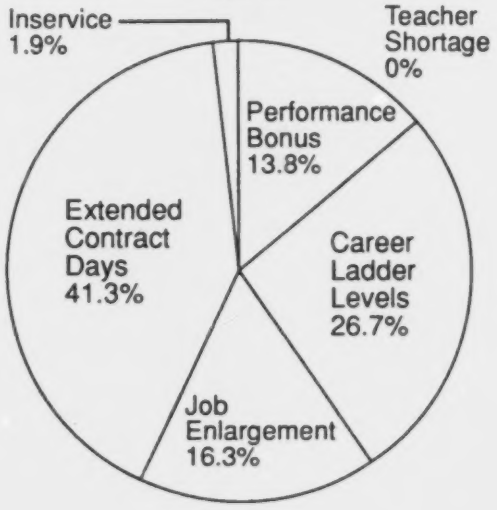
THE CAREER LADDER PROGRAM

Funding for Utah's longest-running educational reform program, career ladders, is continuing at $34.8 million in this, its ninth year. The team-based performance bonus and the 1992 addition of a teacher inservice component have enhanced the impact of career ladders on teachers' professional growth and the quality of classroom instruction throughout the system.

In general, the more career ladder decisions a school makes on-site, the more likely they are to suit the school's own strategic plan and the more likely the school is to make the inherent flexibility of career ladders serve its needs. Legislation to allow approval of multi-year career ladder plans has also been an important factor in long-range strategic planning. The Career Ladder Program evaluation mandated by the 1993 Legislature will be completed in January 1994. *(See Chart #8)*

Chart #8

CAREER LADDER COMPONENT ANALYSIS
1992-93



EXPERIMENTAL DEVELOPMENTAL PROGRAMS

The status of 1992-93 Experimental/Developmental funding was altered when the 1992 Legislature moved the 25 percent portion of the funding that would have been available for competitive projects, placing 75 percent of the money into district allocations as an incentive. The remaining 25 percent is earmarked for innovative projects to be selected at the discretion of the State Board of Education for their statewide promise.

Among those currently being conducted with allocated funds is Provo's "Collaboration for Renewal" project together with Alpine and Nebo districts. It is fostering collegiality and partnerships between teachers in 40 schools and professors in departments of education at several Utah universities, building new bridges spanning the public and higher education system for sharing of ideas and insights.

A state grant is bringing two full-time instrumental music teachers to Jackson Elementary School in Salt Lake City for four days per week. The program's influence on parental attitudes, student motivation and self-esteem, and academic achievement (SAT scores) will later be measured.

Cache District is creating a unique 9th grade center that integrates academics and service learning and examines and consolidates previously attained competencies into a new alignment for the high school years.

YEAR-ROUND SCHOOLS AND MODIFIED CALENDARS

During the 1992-93 school year, 85 year-round schools were operating with 73,333 students and 2,974 teachers in 10 districts, the majority on a 45-15 modified schedule. San Juan District has joined Salt Lake City District in conducting several single-track, year-round schools for academic enrichment purposes. At the same time, 24 elementary schools in Alpine, Box Elder, Davis, Nebo, Sevier, and Weber districts were on extended-day schedules affecting a total of 16,103 students and 638 teachers.

In addition, a 200-day extended school year was implemented in three Ogden District elementary schools. Such modifications may become more widespread as schools make more site-based decisions to seek cost-effective alternatives that make more productive use of their own human resources, instructional materials, and physical facilities.

GOVERNOR'S AWARDS FOR EXCELLENCE

In the spring of 1993, 20 schools were chosen to receive a $10,000 cash award for being unusually successful in meeting the educational needs of children and for improvement over past performance. Attention was given to such characteristics as engaging students as full partners in the learning process and accommodating differing student learning styles. All descriptions of success were considered in the context of the population served.

NATIONAL DIFFUSION NETWORK

The National Diffusion Network (NDN) is a federally-funded system in the U.S. Department of Education that makes exemplary educational programs available for adoption by local schools and districts. The NDN funds over 100 exemplary programs that can be used to achieve the State Strategic Plan and National Education Goals.

NDN programs are being used throughout our state. From October 1992 to October 1993, 320 NDN adoptions were made in 23 program areas such as mathematics, science, early childhood education, and reading, as well as developing critical thinking skills, decision-making skills, and creative potential.

SITE-BASED, DECISION-MAKING PILOT PROGRAM

Now in its third and final year, this program was established to develop models of participatory decision making to be disseminated for replication in 1994. A second-year evaluation by WIRE has been submitted to the State Office. Each of the 16 pilot schools created its own decision-making body composed of teachers, classified employees, school administrators, and parents of students. In November 1993, an awards luncheon was held to honor the pioneering spirit of these schools.

UTAH CENTER FOR FAMILIES IN EDUCATION

In November 1992, the Center for Families in Education was selected as the site of the first national demonstration of the Knowledge Network's three-year "Family Education Plan" training project. This inservice training program for families, the first of its kind in the country, has already trained 1,500 parents from 225 Utah schools. Last fall, these parents began making visits to the homes of 18,000 families to strengthen home-school communication that will benefit the children.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Utah's Educational Reform Programs, 1991-93*
- *Follow-Up Statewide Survey of Teacher Opinions on the Career Ladder Program*
- Family Ed Info Hotline (800) 332-7007 or 531-7007

4. WE'RE BUILDING EQUITY AND MORE OPPORTUNITY...

...through personalized education for all students, part of the State Strategic Plan.

MATH, ENGINEERING, SCIENCE ACHIEVEMENT (MESA)

In 1992-93, MESA put to use its $156,000 appropriation from the 1992 Legislature for stabilization and expansion. As a result, 41 competitive grant applications were funded, firmly establishing this program at 26 Utah junior and 15 senior high schools to challenge ethnic minority youth and non-minority females to prepare for careers in math- and science-related fields. An exceptionally high proportion of MESA students continue to go on to postsecondary education or training. *(See Chart #9)*

LIMITED ENGLISH PROFICIENCY

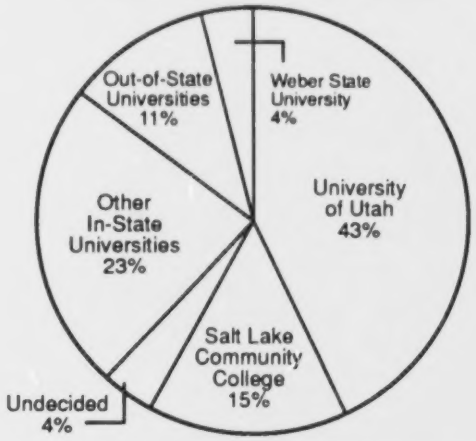
To promote a national enforcement strategy of the Office of Civil Rights (OCR), the State Office Equity Section has disseminated the booklet, "The Provision of an Equal Opportunity to Limited English Proficient Students." It reviews Title VI issues in detail in anticipation of randomly selected district compliance the OCR will conduct. The recently hired state bilingual education specialist has developed a consortium of district bilingual directors who are collaborating to more effectively meet the needs of Utah's limited English proficient students.

RURAL SCHOOLS COORDINATION

Last year marked the merging of the Outcomes Driven Development Model Consortium and Institute for School Improvement with the Utah Rural Schools Association. Working closely with the State Office of Education, Utah's four regional education service centers are facilitating the delivery of educational technology to rural districts. Southern Utah University has established a Center for Rural Life that will focus on education, economic development, the cultural arts, and health. Utah will host the 1995 National Rural Education Association Annual Conference.

Chart #9

1993 MESA Graduates
Enrolled in Higher Education



98.5% of MESA seniors graduated and 96.4% of them went on to higher education.

COMMUNITY EDUCATION

During 1992-93, over 600,000 Utahns ranging from preschool age to adults participated in formal study and non-course services offered through the districts in conjunction with various agencies and organizations. The majority of Utah districts offer a variety of educational, recreational, social, and cultural classes and activities, most of which are self-supporting in nature.

TURNING POINT PROGRAM

Last year, more than 5,200 individuals were served at Utah's Turning Point centers for single parents, single pregnant women, and displaced homemakers. Of those, about 3,100 were new participants. Located in educational institutions such as applied technology centers and in every region of the state, the 19 centers help these people develop marketable skills and attain self-sufficiency.

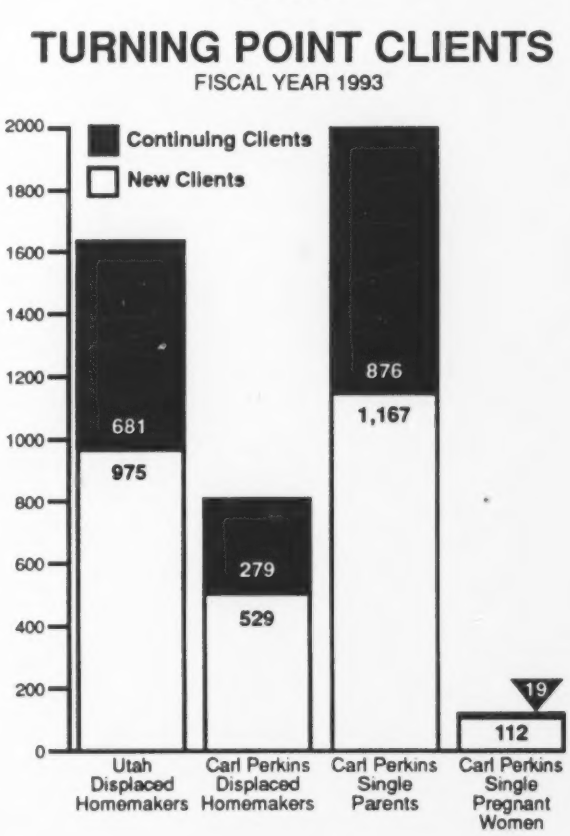
Most Turning Point clients are divorced (39 percent), separated (20 percent), or single (20 percent); have a low family income ($5,000 - $10,000); have dependent children at home; have only a high school diploma or GED and no vocational training; and are between 20 and 40 years of age. This year, center staff have succeeded in placing more than 150 clients in apprenticeship programs untraditional for their gender such as drafting, heavy equipment operation, law enforcement, carpentry, and manufacturing technology. *(See Chart #10)*

GENDER EQUITY

In addition to funding Turning Point Centers, Carl Perkins basic grant allocations go to support guidance and counseling and other activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education. Utah's four multi-regional Gender Equity Technical Assistance (GETAC) centers and the state vocational equity specialist coordinate these activities. Recent interest in the report "How Schools Shortchange Girls" has revitalized gender equity efforts.

More than $270,000 of Carl Perkins Equity funds were awarded this year through 19 individual proposals requested from seven school districts, two community colleges, two applied technology centers, one college, and one university. In addition to these proposals, many school districts ac-

Chart #10



cessed financial and training resources through the four GETAC centers to conduct equity awareness and evaluation workshops with emphasis on equitable teaching strategies.

GIFTED AND TALENTED PROGRAMS

The growing statewide network of Gifted and Talented program coordinators meets regularly to collaborate and develop new projects. Approximately 120 teachers and administrators were involved in four statewide training sessions during the summer of 1993, and made progress toward development of a gifted and talented teacher certification endorsement. In cooperation with the Utah Association for Gifted Children, the State Office of Education sponsored a week-long curriculum writing workshop for 70 teachers that focused on integrated and thematic curriculum.

CONCURRENT ENROLLMENT UPDATE

Concurrent enrollment continues to enable students to save time as well as college tuition and living expenses by earning up to a whole year of college credit while still in high school. Accredited courses often taught include accounting, computer and architectural drafting, principles of economics, commercial art, personal and community health, college algebra, calculus, business English, and Principles of Technology.

EARLY GRADUATION SCHOLARSHIPS

Utah's Early Graduation Scholarship Program is designed for the few but highly motivated high school students who complete all graduation requirements at the end of their junior year or thereafter and have already specific postsecondary goals. The 100 students who used the scholarship during the 1992-93 year at the college or university of their choice represented 41 high schools from 23 districts. Of these, 47 received scholarships at the end of their junior year and the others during the course of their senior year.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Utah MESA/MEP Annual Report*
- *Section 504 Guidelines for Educators*
- *The Provision of an Equal Education Opportunity to Limited English Proficient Students* (Office of Civil Rights, Washington, D.C., 20202-1328)

5. WE'RE OPERATING SAFE SCHOOLS FOR RESPONSIBLE CITIZENS...

...through an orderly school environment, part of the State Strategic Plan.

LAW-RELATED EDUCATION

During the past year, the Statewide Clearinghouse on Law-Related, Character, Ethics, Values, and Citizenship Education increased its circulation statewide by 20 percent, disseminating a rich variety of instructional materials. Several workshops were held with juvenile justice agencies to provide them with background materials and knowledge in law-related education programs, services, and curriculum.

INTERNATIONAL EDUCATION

In 1992-93, three state workshops on international education were attended by 200 teachers, and district workshops were conducted by 13 districts and private school international education team members. The Utah International Education Resource Center at the State Office provided materials and artifacts for teachers to check out for classroom use.

PRE-K-12 ALCOHOL AND DRUG PREVENTION

In March 1992, training sessions updated approximately 100 trainers including drug-free school coordinators, specialists, health educators, and teachers in the newly developed 7-12 component of the Prevention Dimensions curriculum. This project, completed in the spring of 1993, infuses substance abuse prevention concepts into social studies, language arts, math, science, the arts, and applied technology.

Progress was made in developing an effective Student Assistance Model, a top priority of the Utah Substance Abuse Coordinating Council, after a team of professionals and volunteers from the State Office of Education, Utah Federation for Drug-Free Youth, Southwest Regional Center for Drug-Free Schools and Communities, and other groups attended the National Student Assistance Conference.

DRUG-FREE SCHOOL PROGRAMS

In the fall of 1992, and again the following spring, district drug-free school coordinators and their local prevention specialists gathered to develop more effective prevention strategies, ways to better utilize funding, and an on-site monitoring plan to provide technical assistance to districts. Lincoln Elementary School in Salt Lake City and Orem High School won national honors in the U.S. Department of Education Drug-Free School Recognition Program.

DRUG-FREE COMMUNITY TRAINING

Three-day regional training sessions were held in Monument Valley for San Juan County and in Salt Lake City for Utah, Summit, Wasatch, and Tooele counties. Over 300 people including youth, parents, church leaders, government officials, teachers, and school administrators attended.

CHARACTER EDUCATION

During 1992-93, the Utah Character Education Consortium and State Office of Education held a statewide character development conference attended by 400 teachers, administrators, and parents. Three workshops last summer assisted approximately 110 teachers in developing character education skills. Several districts developed character education plans, some as part of district and school strategic plan development. The State Board of Education adopted the Utah Character Education Plan.

THE BEHAVIOR AND EDUCATIONAL STRATEGIES FOR TEACHERS (BEST) PROJECT

The Behavior and Educational Strategies for Teachers (BEST) Project, supported by the State Office, is developing a coordinated set of transagency services and disseminating exemplary practices for the reintegration of students with be-

havior problems into regular education environments. Model sites have been established throughout the state at the elementary and secondary level along a continuum of services from regular classrooms to special education resource and self-contained settings.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Law-Related Education Project: Annual Report*
- *Catalog of Citizenship, Economics, and Law-Related Curriculum Materials*
- *Prevention Dimensions: Utah Alcohol, Drug, and Tobacco Prevention Program*
- *Utah Character Education Plan*
- *Utah's BEST Project: Behavioral and Educational Strategies for Teachers, Technical Assistance Manual*

6. WE'RE FACILITATING SCHOOL-TO-WORK TRANSITION...

...through business-community-school partnerships, part of the State Strategic Plan.

FOCUS ON OUTCOMES

Over the past year, Utah's applied technology education programs focused on two specific outcomes -- placement and competency attainment. Thousands of placements in related jobs and continued training were verified by the school districts and State Office. In addition, efforts are continuing to make our applied technology curriculum competency-based with attained competencies being certified for thousands of students. This demonstrates applied technology education's accountability in the efficient and effective use of precious financial resources.

SCHOOL-TO-WORK

Using a $210,000 School-to-Work Opportunities Act Developmental Grant from the U.S. Department of Labor and Education, the School-To-Work team is planning for linking school-based and work-based activities. Utah expects to compete very well with the other 49 states for a larger five-year School-To-Work implementation grant in the fall of 1994. School-To-Work will help achieve the State Strategic Plan objective that all students departing from the public school system will find productive employment or pursue further education.

APPRENTICESHIPS

Utah has active student apprenticeship options in place, with approximately 70 students currently participating in Bureau of Apprenticeship-approved apprenticeships. A goal to have at least 10 percent of public school graduates enrolled in apprenticeship programs by the 1995-96 school year is being actively pursued. These programs give students in-depth instruction both on and off the job in the practical and theoretical aspects of a skilled occupation, craft, or trade.

COMPREHENSIVE GUIDANCE PROGRAM

The school guidance counselor plays a crucial role in attaining the State Strategic Plan objective that all students meet the goals of their individual educational occupational plans and receive the information they need about further education or training. To implement the Utah Comprehensive Counseling and Guidance Model, school counselors are holding conferences with students and parents beginning at the 9th grade level on a regular basis and providing consistent learning opportunities and activities for students in areas of self-knowledge, educational and occupational exploration, and career planning.

Currently, 120 secondary schools are at various levels of implementation of this model. Interested schools are participating in a three-year inservice training plan sponsored by the State Office. The plans of these schools will be evaluated during the third year. In addition, most secondary schools involved in the Comprehensive Counseling and Guidance Program have access to CHOICES, a computerized career information system. Statewide inservice has also prepared school counselors to teach the guidance component of the Technology/Life/Careers course offered at the middle/junior high school level.

APPLIED TECHNOLOGY CENTERS

During the past year, Utah's five applied technology centers continued to prepare high school students, adults, displaced workers, and unemployed individuals for entry-level skilled jobs in the local labor market, and to retain and upgrade the technical skills of existing workers. In 1993, only 16 percent of all Utah jobs required a four-year college degree. Applied technology centers placed 5,847 open-entry/open-exit vocational program completers into full-time employment.

CUSTOM-FIT TRAINING

The Custom-Fit Training Program administered by the State Office of Education assisted 160 new and expanding Utah companies in 1992-93 by training over 4,000 of their employees. The average wage for the Custom-Fit trainees is $9.46

per hour for new industries and $12.83 per hour for trainees currently employed in Utah businesses and needing retraining.

The program assists businesses in all regions of the state with costs of classroom training, on-the-job training, occupational curriculum development, and testing/evaluation, and offers both job-specific and supervisory training in any applied technology field. It also assists Utah companies to upgrade or retrain their workers.

GED TESTING

The General Educational Development (GED) testing program enables individuals age 18 or older to demonstrate learning comparable to that of a high school graduate and recognized by employers and colleges. In 1992-93, 5,624 Utahns took the GED test and 4,089 of them earned scores high enough to receive a high school equivalency certificate issued by the State Board of Education.

COMMUNITY SERVICE LEARNING

Using a 1992-93 Serve America grant for $109,143 from the Commission on National and Community Service, Utah trained over 300 teachers and administrators from local school districts in service learning strategies in full-day regional workshops. These educators then returned to their communities to implement classroom service learning projects that help students develop a social conscience and attitude of caring and responsibility to others that motivates them to "give something back" to society.

The program offers matching grants of up to $1,000 for the development of programs for dropouts and other at-risk youth, and $1,000 grants for programs to increase adult volunteer services. Current White House emphasis on community service extends hope for continued funding. The State Office of Education service learning specialist sits on the newly formed Utah Commission on Community Service.

ADULT EDUCATION PROGRAMS

During 1992-93, Utah adults attended adult basic and adult high school education classes, and 2,430 adults received high school diplomas. More than 3,500 individuals obtained jobs and 1,353 adult education program participants were removed from public assistance. State Office adult education specialists continued to work with the Utah Literacy Coalition, Project Read, and other efforts on the local level. For every $1 invested in adult education, Utah is now receiving $7.63 in saved, earned, or returned income.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Student Educational/Occupational Plan Guidelines*
- *Adult Education, ESL, and GED Target Populations by Utah Counties*
- *Cost Effectiveness of the State Adult Basic and Adult High School Program*
- *A Narrative and Statistical Report of the Utah Adult Education Program*

7. WE'RE DESIGNING REAL-LIFE, HANDS-ON LEARNING...

...through a world-class curriculum, part of the State Strategic Plan.

CORE CURRICULUM INSERVICE

In 1992-93, State Office of Education curriculum specialists provided 351 inservice workshops and 1,410 technical assistance visits involving all 40 Utah school districts as well as 18 private schools and college and university educators. These services included individual training and retraining of almost 10,000 teachers, administrators, and parents. A network of statewide committees has been established to revise the State Core Curriculum Standards K-12 in terms of a world-class curriculum with a tangible set of competencies that embrace integrated learning and practical problem-solving strategies. *(See Chart #11)*

READING/LANGUAGE ARTS

Last February, 500 Utah teachers at nine sites across the state participated in a national teleconference on how to develop a literature-based, thematic course of study. In 1993, the State Office reading/elementary language arts specialist presented 47 workshops, a month-long Utah Writing Project institute, and, together with the secondary specialist, five week-long introductory writing workshops in Cedar City, Nephi, Logan, Farmington, and Price.

Saturday workshops co-sponsored by the Writing Project and the State Office were held for over 2,000 K-12 teachers. Work has begun on revising the K-6 core. The secondary language arts specialist held monthly networking meetings with curriculum consultants from Wasatch Front districts and with the Utah Language Arts Council representing both urban and rural schools. In August, 600 language arts teachers conferred at Cottonwood High School.

VISUAL ARTS/MUSIC/DANCE/DRAMA

The State Office granted 14 school districts a total of $126,440 during 1992-93 to help imple-

Chart #11

Utah State Office of Education

CORE CURRICULUM SUPPORT ACTIVITIES 1992-93

Workshops Presented	351
Districts Receiving Training	40
Individuals Receiving Training/Retraining	
Teachers	6,010
Parents	2,630
Administrators	1,151
Technical Assistance Visits	1,410
Private Schools Served	18
College/University Educators Served	401

ment the arts core curriculum in visual arts, music, dance, and drama. Approximately 134 schools, 69,169 students, and 2,920 teachers are reaping the resulting benefits. The "Soundwaves" program presented on KUER Public Radio each week continued to introduce elementary students to classical music in the state music core. Arts networking and assessment continued to be the focus of numerous meetings between the state specialists and teachers.

SOCIAL STUDIES

A Social Studies Curriculum Council was formed and met monthly to coordinate and promote social studies programs throughout the state, strengthen integration efforts with language arts and the arts, and begin development of new social studies standards in collaboration with the National Council on Social Studies. Senate Youth, Local Close-Up, Utah History Fair, Citizen Bee, Geography Week, and Model United Nations continued to provide enrichment. Interest in Utah history programs is rising in anticipation of the State Centennial celebration in 1996.

MATHEMATICS

In 1992-93, inservice was provided to approximately 500 teachers in the significantly changed elementary math core in accord with national curriculum standards and will continue throughout the current year. Almost 50 teachers have already earned the elementary mathematics specialist endorsement now offered by three teacher training institutions. Rising achievement scores verify the effectiveness of Utah's progressive mathematics curriculum.

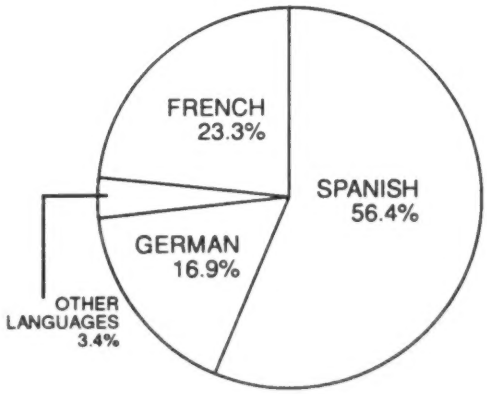
Approximately 150 secondary math teachers have earned a level two endorsement and 50 are working to reach level three. Workshops in all facets of algebra, geometry, and calculus using the calculator were held for 300 teachers statewide. Weber, Davis, Salt Lake, Granite, Murray, Alpine, and Provo districts have developed elementary content-specific math workshops to help teachers meet teacher education preservice requirements.

SCIENCE

The revision of the elementary science core was completed this year with help from teachers

Chart #12

SECONDARY STUDENTS ENROLLED IN A FOREIGN LANGUAGE 1992-93



and university staff and input from the public. This core is currently being piloted in 12 schools. A cadre of site facilitators is being created to help with statewide inservice via electronic telecommunication in the fall of 1994. About 400 elementary and secondary science teachers will receive the training through the State Office.

FOREIGN LANGUAGE

Last year, 35 percent of Utah's secondary students were enrolled in foreign language classes. Since 1989, enrollment in Russian has increased 260 percent and in Japanese by 300 percent. However, French, German and Spanish maintained their status as the most commonly taught languages with 96.6 percent of all foreign language enrollment in the state's junior and senior high schools. The State Office collaborates with Weber State University to provide inservice on national trends in student outcomes to Utah foreign language teachers. *(See Chart #12)*

LIBRARY MEDIA

Approximately 150 teachers and library media personnel attended workshops on such topics as electronic information finding and hypercard training in 1992-93. Two important committees functioned: accreditation revision to formulate Utah library media standards in accord with national ones; and test item pool development to assess student mastery of the library media skills core.

Almost 2,000 5th graders participated in the State Read-A-Thon last April, raising over $5,000 to purchase books for their own media centers. The Chapter 2 Advisory Committee authorized matching grants for upgrading rural school library materials to Beaver, Emery, Garfield, North Summit, Park City, Tooele, and Wayne districts.

RESPONSIBLE HEALTHY LIFESTYLES

Inservice training for responsible healthy lifestyles teachers and health educators in the core and in use of the Human Sexuality Resource File continued during the 1992-93 school year. The interagency committee developed by the State Office in collaboration with the State Department of Health and Division of Substance Abuse continued to work to develop state-level objectives for comprehensive school health and to assist local school districts to provide more effective programs.

INSTRUCTIONAL MATERIALS ADOPTION

The evaluation and adoption of over 1,700 separate titles for use in Utah's public school system was completed in April 1993. The textbook adoption process was renamed as the "Instructional Materials Adoption Process" in July 1993, to include text materials, CD ROMS, software, videodiscs, integrated learning systems, and multimedia. All will be eligible for evaluation and adoption by spring 1994.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Elementary and Secondary Core Curriculum Standards K-12*
- *Summary Report on School Programs of Performing Arts Organizations and Hansen Planetarium*
- *Resource Guide for Parents and Teachers on Teaching Human Sexuality*
- *Master Plan for School Library Media Program*

8. WE'RE DELIVERING EDUCATION IN ELECTRONIC FORM...

...through state-of-the-art technology, part of the State Strategic Plan.

EDUCATIONAL TECHNOLOGY INITIATIVE

Utah's multi-year Educational Technology Initiative (ETI) partnership involving state government, public school districts, colleges of education, and private businesses continued to work together in 1992-93 to empower students to become productive members of our technology-oriented society. ETI acts as an ongoing, dynamic investment in our children's future by focusing public and private funding on needs that promote statewide access to state-of-the-art technology that benefits all students. *(See Chart #13)*

DISTANCE LEARNING

Last year, the State Office of Education continued to host the Utah Distance Learning Alliance, a forum for coordination of new and evolving technologies representing public and higher education and the private sector. State Office of Education staff provide distance learning consultation, design, training and support services to school districts on an as-needed basis.

Twelve distance learning projects are currently operating across the state. In Duchesne District, a powerful broadband fiber optic network is linking schools to the Uintah Basin Applied Technology Center in Roosevelt for courses offered by Utah State University. Wayne District is the first to reach beyond its geographical region to participate in the courses originating from Roosevelt.

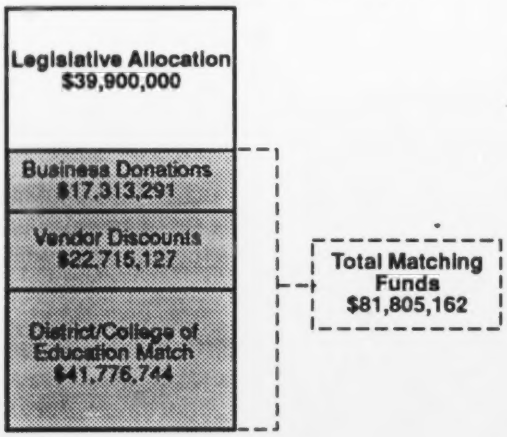
EDNET SATELLITE SERVICES

Throughout 1992-93, the EDNET Network continued to connect 30 studios at public and higher education facilities across the state to live, interactive television for seminars, workshops, press conferences, and other meeting and conference purposes, saving time and travel expenses. Centennial school representatives partici-

Chart #13

EDUCATIONAL TECHNOLOGY INITIATIVE

1990-93 Matching Funds Report



Total All Funds $121,705,162

pate in monthly EDNET meetings to share and enhance their knowledge. The State Office also has a full-service satellite down-link providing access to regional and national education teleconferences.

TECHNOLOGY CURRICULUM UPDATE

Last year, the State Office had a reduction in force which eliminated the position of state technology specialist. In order to increase collaboration and coordination, the ETI project director is working with the curriculum section to oversee technology operations and programs in the districts. At the Governor's request, a joint effort is being made between ETI, higher education, and the State Office of Education to develop teacher technology competencies. These competencies will allow more accurate planning and teaching for preservice as well as inservice instruction.

THE STAR SCHOOLS PROJECT

Utah is a partner in two separate U.S. Department of Education Star Schools grants this year. Over 100 elementary schools in Utah are presently receiving distance-learning television courses in math and science for 4th, 5th, and 6th graders originating via satellite from the Los Angeles County Office of Education and broadcast live on KUED TV statewide. Colorado, Nevada, and New Mexico, as well as Utah, are receiving Star Schools Dissemination Grant funding for creation and/or expansion of up to 40 new distance-learning public education sites.

DISTRICT COMPUTER SERVICES

More computing options were focused at the district and school level last year. Recommendations of an independent study verified the need for more localized software but also for continued emphasis on a statewide database. Plans are underway to limit mainframe enhancements and to develop microplatforms for both the student and fiscal systems.

Student Information System enhancements are a laser printed report card; a new transcript format including absences and citizenship marks; an upgraded honor roll showing GPA changes from the previous term; and immediate local access to credit evaluations for individual students. Eighty-one schools are now using the OASIS system and some are uploading grades directly from its off-line applications.

Also, new on-line inquiry tools were created for the Fiscal Information System (FIS) to empower local site management by placing data closer to the end user. Existing customer use of local site fiscal software was expanded. In anticipation of moving FIS to a microplatform, a PC-based, fixed assets inventory system has already been created and installed.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Instructional Utilization, Teacher Training and Implementation of Utah's Educational Technology Initiative in Districts and Colleges*
- *Portfolio-Based Evaluations of Utah's Educational Technology Initiative*
- *Summative Report of EDNET Use*

9. WE'RE INTEGRATING SERVICES FOR STUDENTS AT RISK...

...through acknowledging each person's innate value, part of the State Strategic Plan.

THE "ALL MEANS ALL" INITIATIVE

The State Office Services for At Risk Students Section is leading out in delivering the proactive message that all students in the context of the State Strategic Plan means ALL with no exceptions and includes those at risk. This effort is strengthened by the policies of the State Plan not to accept failure as final for any student and to honor fairness for all, and by the spirit of the Americans With Disabilities Act.

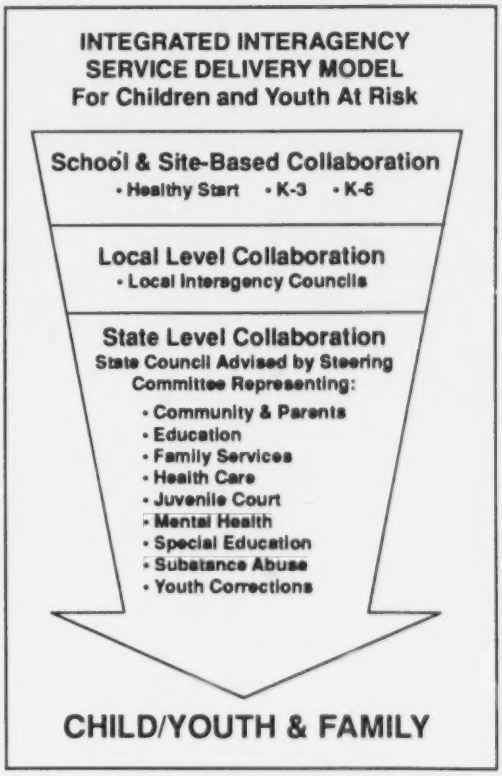
CHAPTER 1 EDUCATIONAL ASSISTANCE

In 1992-93, Utah received just over $21.3 million in federal Chapter 1 funds for programs to help more than 32,000 educationally deprived students in 280 schools with reading, math, and language arts, and to offer student counseling services. The majority of these children who are white (78 percent), minority (22 percent), male (56 percent), and female (44 percent), attained higher scores on norm-referenced tests as a direct result. Grand County School District's Chapter 1 program at Red Rock Elementary School received an Excellence in Education award from the U.S. Secretary of Education. *(See Chart #17)*

INTEGRATED SERVICE DELIVERY

After four years of extensive trial and evaluation of the Early Intervention for Student Success K-3 program, Utah is implementing an integrated service delivery model at 107 schools in 30 districts through Healthy Families Utah and Success for Students and Families, H.B. 39. This model sets in place a seamless umbrella of coordinated health, social, and legal services at the school site, local district, and state level that advocate for children and youth in need, ready to intervene when necessary. (See Chart #14)

Chart #14



LOCAL INTERAGENCY COUNCILS

At the heart of the Integrated Service Delivery Model is the provision for interaction of community agencies at the local and regional level. Grants from the At Risk Council and Children's Mental Health will help children requiring assistance from more than one agency. This year, 11 councils were operating in 25 school districts and seven more were forming. The addition of parent advocates will strengthen efforts to sustain services to all ages 0-18 (22 if disabled) and their families.

AT RISK FLOW-THROUGH FUNDING

An estimated 34,201 Utah students received services in 1992-93 from $1,438,240 in At Risk Flow-Through funding used in conjunction with other funds. A survey conducted by the State Office in June 1993, found that districts used the money for social skills training, mentoring, counseling, individual and small group assistance, tutoring, and remedial instruction. An increase in the number of students needing help to learn and in family-related problems was reported.

GANG PREVENTION AND INTERVENTION

In 1993, H.B. 34 provided $250,000 to be allocated to districts through the grant application process targeted for gang prevention and intervention for at risk youth K-12 in 17 schools in five districts. The services will provide for family outreach and interagency-community collaboration.

SPECIAL EDUCATION

Public Law 101-476, the Individuals With Disabilities Education Act (IDEA), amended the federal law and is continuing to make a profound impact on services. Transition services for secondary students were mandated as was the provision of assistive technology devices and services for these students. The State Office special education staff is also providing leadership and technical assistance in meeting new requirements for students with autism and traumatic brain injuries, two new disability categories, and continuing to upgrade the skills and training of more than 2,000 special education and related service personnel. *(See Chart #15 and #17)*

Chart #15

Number of Students Served in
SPECIAL EDUCATION
by Handicapping Condition
(Ages 3-21) 1992-93

Intellectually Handicapped	3,258
Specific Learning Disabilities	25,551
Behaviorally Disordered	6,701
Deaf and Hard of Hearing	351
Speech/Language Impaired (Communication Disordered)	7,526
Orthopedically Handicapped	187
Other Health Impaired	406
Autism	105
Visually Handicapped	159
Multi-Handicapped	1,252
Deaf/Blind	31
SUBTOTAL (Ages 6-21)	**45,527**
Preschool Noncategorical (Ages 3-5)	3,842
TOTAL (Ages 3-21)	**49,369**

SPECIAL TRANSITION PROGRAM

In its second year, the Systematic Transition for Utah's Disabled Youth Project is now working with community transition councils at eight model sites to facilitate the movement of graduating and non-graduating students to their next environment. Granite District's Hilda B. Jones Center "Vocational Trackers Program" and Washington District received awards of merit.

Recommendations of recent research on living conditions and access to services of exiting special education students and on the employment of Utahns with disabilities are being implemented. The new transition rules in the IDEA Act are being implemented. In conjunction with Utah State University, five public service announcements on "Utah's Hidden Advantage - Employment of Students With Disabilities" were developed to point out the advantages and economic savings to employers.

PROGRAMS FOR THE HOMELESS

Through the Stewart B. McKinney Act and a 1993 legislative allocation of $924,939, four model programs were developed in key areas of the state where homelessness is prevalent. The representative of each affected school district was personally contacted and given technical assistance in how to better serve homeless children.

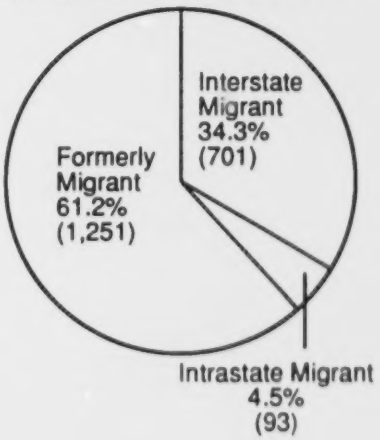
The circumstances of each child are evaluated based on data gathered by school districts, shelters, social service providers, churches, and other agencies. As a result, teachers, counselors, and school principals and secretaries are becoming more aware of how to integrate homeless students successfully into the school environment. Districts are providing them with services such as showers, clean clothes, immunizations, transportation, donated school supplies, and fee waivers. *(See Chart #17)*

MIGRANT EDUCATION

Utah's Migrant Education Program continues to identify and enroll more migrant students in educational programs each year. In the summer of 1993, over 2,000 students received guidance and counseling, health, dental, nutritional, and transportation services as well as academic instruction at 12 locations across the state. Volunteers donated 2,276 hours and 900 parents vis-

Chart #16

Status of MIGRANT STUDENTS



ited classrooms and/or met with their children's teachers. This special assistance is making a major, positive difference in the lives of children from migrant families. *(See Chart #16 and #17)*

YOUTH IN CUSTODY

Program applications were reviewed again last year for educational and support services to all children and youth in custody of the Division of Family Services and Division of Youth Corrections. In 1993, 22 school districts were awarded $4,574,300 in grants to provide educational services to 9,215 enrollees ranging in age from five to 21 years. A 21.6 percent Youth in Custody enrollment increase is projected for 1994-95. *(See Chart #17)*

CORRECTIONS EDUCATION

Project Horizon, the Corrections Education Recidivism Reduction Program to decrease the number of inmates who re-enter the prison system after they are released, made 1992 a pivotal year for change in corrections education in Utah. In 1993, the program, for which the State Board of Education is responsible, received $939,600. After one year, statistics indicate offenders who have gone through the program have a prison return rate of only 5 percent, which suggests the program should be expanded. *(See Chart #17)*

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *School District and Interagency Collaborative Services for Children At Risk in Utah*
- *Guidelines for Serving Students With Traumatic Brain Injuries*
- *Utah State Plan for the Education of Homeless Children and Youth*
- *Utah Migrant Education Annual Evaluation*
- *Evaluation of the Utah Corrections Education Recidivism Reduction Plan*

Chart #17

Students Served in At-Risk Programs
FY1993

Name of Program	# Students Served
Alcohol/Drug/ Tobacco Prevention*1	461,259
At-Risk Program*2	184,503
Chapter 1	32,587
Corrections Education*3 (Neg/Delinquent Chapter 1)	1,654
GED	5,624
Migrant Education	2,045
Special Education (Ages 3-21)	49,369
Voc Ed for Homeless Children	4,921
Youth in Custody (State)*4	9,939
TOTALS*5	**751,901**

*1 Statewide Including Private Schools
*2 Est. of 40% of Statewide School-age Population
*3 Number in Prison(s) is 3,037
*4 ADM Equivalents
*5 Duplicate Count

10. WE'RE EXPANDING APPLIED TECHNOLOGY EDUCATION...

...through occupational education and training , part of the State Strategic Plan.

TECH PREP

The Tech Prep Program is working with the secondary and higher education systems, applied technology centers, parents, and industry to construct articulated programs that start in the high school years and end in a certified apprenticeship certificate or a two-year associate degree. Schools are beginning to recognize that students must start to explore job interests and aptitudes as early as the sixth grade.

TRADE, INDUSTRIAL, AND TECHNICAL EDUCATION

Almost 40 innovative projects in trade, industrial, and technical education are now being funded through federal, state, and local sources in secondary and postsecondary settings across the state. Upgrades in the Automotive Service Excellence Program to teach students how to service new and developing high-tech vehicles will continue through the year 2000. High school computer graphics, drafting, numerical control, and manufacturing are also being upgraded in cooperation with industry.

Chart #18

INDUSTRIAL & AGRICULTURAL TECHNOLOGY (IAT)
for Rural Schools in Utah

IAT Advanced Application **10-12 Grades**	Design and Drafting	Audio-Visual	Printed Graphics	Electronic Communications	Construction Materials and Processes	Codes and Permits	Construction Engineering	Energy Efficiency	Mechanical Technology	Power/Energy	Electricity/Electronics	Principles of Technology 8-14 (PT 1-7 Required Prerequisite)	Materials and Processes	Production Technology	Equipment Maintenance and Repair	Automated Manufacturing	Animal Science	Plant Science	Horticultural Science	Agricultural Management	Student Leadership Clubs
	Principles of Technology – Units 1-7 (Recommended Prerequisite)																			
IAT Exploratory 9th Grade Level 1	**Communications Technology**			**Construction Technology**					**Power/Energy/ Mechanical Technology**				**Manufacturing Technology**				**Agricultural Science Technology**			
Introductory 7-8 Grades	**Technology, Life and Careers – TLC** Technology/Agriculture Home Ec./Health Occupations Business/Marketing																			
Awareness K-6 Grades	**Technology in Elementary School**																			

INDUSTRIAL AND AGRICULTURAL TECHNOLOGY

The Industrial and Agricultural Technology (IAT) revision project is now being piloted in seven rural Utah schools, using the model that provides a continuum of instruction for students from kindergarten through the 12th grade. It provides five distinct ninth grade exploratory units that prepare these students for more in-depth study later on in a specialized area of advanced application. *(See Chart #18)*

BUSINESS EDUCATION

Through a partnership between Utah State University and the State Office of Education, business education classrooms across the state are being linked together via the electronic Business and Computer Bulletin Board that will encourage curriculum exchange and instructor communication. INTERNET will soon make the network international.

A state partnership with WordPerfect Corporation launched by Governor Leavitt is helping teachers keep pace with the relentlessly evolving software industry. Teachers are providing distance-learning opportunities in business subjects to students in such remote schools as Park Valley, Grouse Creek, and Whitehorse High.

HEALTH SCIENCE TECHNOLOGY

The health occupations curriculum is now called health science technology. This new name better reflects the goals of health in relation to applied technology education. New programs for students in health technology fields are being developed for those students not planning to attend a college or university. The health science track for college-bound students is being revised to better meet their needs and utilize formats such as Tech Prep.

AGRICULTURE EDUCATION

The AgEd Network that links all secondary and postsecondary agriculture instructors electronically across the state and nationwide is now providing two-way, E-mail access to over 1,650 curriculum units, 10 state curriculums, and nationwide agriculture databases. Two Utah pilot schools now have laboratory facilities to raise game fish and are running their aquaculture facilities in conjunction with hydroponics.

HOME ECONOMICS EDUCATION

In 1992-93, a new junior high "Life Skills" curriculum was implemented which focuses on family living, communication, teen self-esteem, nutrition, textiles and clothing, house interiors, and future career goals. The applied science-oriented curriculum "Food and Fitness" was developed and distributed with statewide inservice. "Today's Home Economics" was the theme of a state-based marketing effort. The New Directions strategic planning process for home economics curriculum content is updating course competencies and outcomes for students in each home economics course.

ECONOMIC EDUCATION

1992-93 marked the "Train the Trainers" workshop in consumer education sponsored by the International Credit Association; the $10,000 contribution of the Utah Division of Securities to the Stock Market Game; and the sponsorship of the Utah Council on Economic Education's newsletter by the Salt Lake Branch of the Federal Reserve Bank. The entrepreneurship education curriculum is being reviewed by business leaders, educators, and economic development professionals.

STUDENT LEADERSHIP ORGANIZATIONS

Utah's 11 applied technology education student leadership organizations continued to function in 1992-93 as an integral part of the curriculum for students enrolled in applied technology programs on junior high/middle school, high school, and postsecondary levels. Total membership for school year 1992-93 was 16,749, up from 15,970 the prior year.

INTEGRATED CURRICULUM

The State Office of Education is assisting Weber and San Juan school districts in developing and implementing curricula which simultaneously addresses occupational and academic needs. Examples include a nutrition and healthy lifestyles course, a science, math, and technology course, and a competency-based curriculum that

can be customized to a student's educational occupational plan.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Technology, Life, and Careers Curriculum Guide*
- *Utah's 1992-94 Plan For Applied Technology Education in Compliance with the Carl Perkins Act*
- *Applied Technology Education Handbook: Skills for Tomorrow*

11. WE'RE ENHANCING TEACHING AS A PROFESSION...

...through attracting and retaining excellent teachers, part of the State Strategic Plan.

TEACHER PERSONNEL STATUS

In 1992-93, a total of 22,253 professional educators were employed in the Utah public school system, over 500 more than in the previous year. This figure represents classroom teachers, principals, and other school and district administrators, school district superintendents, and other certificated staff such as speech therapists, social workers, and library media center directors. Average 1992-93 salaries for both teachers and administrators were approximately $1,000 higher than those of the previous year.

Virtually all teachers are state certified and hold endorsements in the subjects of the core courses they teach. A rising number of teachers are expanding their expertise via graduate degrees or demonstrated competency based on further study and background experiences. Special education teachers and school counselors continue to be in short supply. *(See Charts #19-#21)*

ALTERNATIVE PREPARATION FOR TEACHING

The Alternative Preparation for Teaching Program (APT) provides individuals who have proven talents and abilities in capacities other than education with access to teacher certification if they qualify. Candidates must have at least five years of experience related to their proposed teaching field as in business or industry, for example.

Qualified candidates are issued a provisional certificate following a preliminary approval process and must do two years of supervised teaching to earn standard certification. Since 1991, 277 of the 349 persons who applied for APT have been accepted. Of those, 63 have been hired and are working to earn the standard certificate. Approximately 100 are currently seeking employment.

Chart #19

PERCENT OF TOTAL PROFESSIONAL PERSONNEL BY COLLEGE CREDIT 1992-93

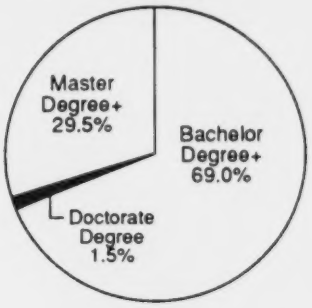


Chart #20

AGE & EXPERIENCE OF ALL PROFESSIONAL PERSONNEL 1992-93

Median Age of All Men: 43.7 Years

Median Age of All Women: 42.8 Years

Median Experience Within a District: 10 Years

Median Experience in the Profession: 12 Years

Chart #21

DEMONSTRATED COMPETENCY ENDORSEMENTS GRANTED TO UTAH TEACHERS 1992-93

Aerospace	2
Art	62
Business	15
Computer Literacy	92
Computer Science	62
Driver Ed & Safety	48
Driver License Examiner	86
English	268
Foreign Language	122
Gifted & Talented	29
Health, P.E., Dance	178
Journalism	15
Library Media	21
Math	623
Music	36
Reading	251
Science	479
Social Studies	398
Speech/Drama	32
Total	**2819**

ROBERT C. BYRD SCHOLARSHIPS

The Robert C. Byrd Honors Scholarships are distributed among Utah's three congressional districts. For 1992-93, 21 scholarships were awarded in each of the districts with two alternative candidates for each district. The successful recipients represented 33 school districts and two private schools, and had a diversity of educational goals. All, including the alternates, exhibited excellence with an average GPA of 3.95. The range was from 3.3 to 4.0.

PROFESSIONAL PRACTICES ADVISORY COMMISSION

During 1992-93, the Professional Practices Advisory Commission, which monitors and enforces standards of appropriate professional conduct of educators, acted on 44 cases of unprofessional behavior or immoral conduct. Among these cases, 22 were sex-related, eight were drug-related, and 14 dealt with other concerns.

A training workshop in fundamentals of administrative law, investigative techniques, evidence gathering, and disciplinary proceedings was held for district superintendents and personnel directors. This knowledge will assist district staff in screening potential educators who may be a threat to students.

UTAH PRINCIPALS ACADEMY

During 1992-93, the Principals Academy assisted the transition from school manager to instructional leader and school facilitator for each of the 35 participating Academy fellows. They were trained in effective communication skills to use in their schools with constituents and when conducting professional meetings.

The Academy received a grant to initiate the Utah Principals Mentoring Alliance and trained 25 principals as mentors for administrative interns. Concepts emphasized to help enhance the skills of school administrators included leadership, problem analysis, judgment, organizational ability, decisiveness, sensitivity, planning, developing and measuring project effectiveness, implementing, delegating, seeking feedback, self-development, mentoring, and coaching.

SCHOOL ACCREDITATION

During 1992-93, 165 schools including 100 high schools, one middle school, 20 elementary schools, four K-12 schools, and 40 special purpose schools were accredited by the Northwest Association of Schools and Colleges. In addition, the State Board of Education accredited 94 elementary schools and 79 middle level schools. Full team evaluations were completed at three elementary schools, five middle level schools, 12 high schools, and five special purpose schools. Thirty-four follow-up visits were also made.

Six-year, self-study/on-site evaluations of the teacher education programs at the University of Phoenix and Weber State University were completed and approved by the Utah State Board of Education during the 1992-93 year. Three-year interim evaluation reports were submitted from Southern Utah University and the University of Utah and were also approved.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Status of Teacher Personnel in Utah*
- *Teacher Education Programs Approved for Certification*
- *Alternative Preparation for Teaching Programs*
- *Utah Professional Practices Advisory Commission Annual Report*
- *Standards of Professional Competency for Utah Educators*
- *Standards of Ethical Conduct for Utah Educators*

12. WE'RE MONITORING SCHOOL FINANCE AND DEMOGRAPHICS...

...through growth-related funding formulas, part of the State Strategic Plan.

PUPIL EXPENDITURE REMAINS LOW

Utah still ranked lower than any other state in its expenditure per pupil last year at $3,218 while the average amount spent nationwide crept past the $5,500 mark. Idaho, Mississippi, and Arkansas are the only other states spending less than $4,000 per student in their regular school program. While class sizes elsewhere continued to shrink, Utah's pupil-teacher ratio remained America's highest, though it declined from 23.1 in 1991-92 to 22.5 in 1992-93. Despite the fact that public education cost is high, Utah's large school-age population is a unique, potential resource in human and economic terms .*(See Charts #22-#23)*

THE PRESENT ENROLLMENT PICTURE

Utah's 1993 fall enrollment estimate came true. The actual K-12 count was 468,675, an increase of 1.61 percent or 7,416 students. Yet the total number of public schools and number of districts in our state remained constant. Today, our schools are more efficient than ever in their use of time, physical facilities, and administrative costs. The so-called "enrollment bubble" that centered on the 7th grade last year with 37,849 students passed the 38,000 line in 1993, sooner than expected. There are 38,031 students in this year's 8th grade, making it probably the largest single statewide grade size in Utah history that will enter our high schools next fall.

Though seven districts reported a decline in enrollment last October, 32 increased in size. Jordan School District received 1,412 additional students, and Washington had the highest rate of increase (7.18 percent), confirming growth centers at both ends of the state. Education is still the wisest investment we can make for the future. *(See Charts #24-#25)*

Chart #22

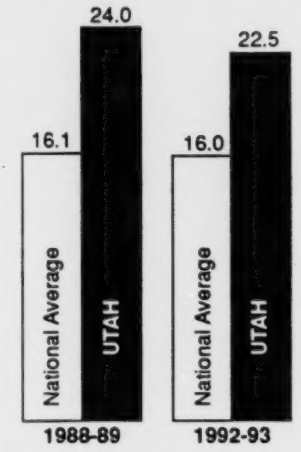
1989-93 Public Education
EXPENDITURES PER PUPIL

Year	Utah	Rank	National
1989	2,579	51	4,607
1990	2,830	51	4,975
1991	3,000	51	5,241
1992	2,902	51	5,417
1993*	3,173	51	5,616

*Preliminary estimates

Chart #23

PUPIL-TEACHER RATIO



Utah continues to have the nation's highest ratio of students per teacher in the USA*

*NEA, rankings of the States, 1993

Chart #24

NUMBER OF PUBLIC SCHOOLS

	October 1992	1993
Elementary Schools	441	441
Middle Schools	33	33
Junior High Schools	81	83
Senior High Schools(10-12)	42	42
Jr.-Sr. High Schools (7-12)	25	25
Four-Year High Schools	33	33
Special Schools	44	43
Alternative High Schools	17	16
Total	**716**	**716**

COMPONENTS OF FUTURE CHANGE

At the same time, student in-migration stayed on course as an important component of overall growth that has great significance for the future. The difference between how many 12th graders left the system and how many kindergarteners entered it (4,846) compared to total student growth last October (7,416) implies a migration cohort of 2,570 students. Using the same formula, we now estimate 1994 fall enrollment at 473,615, total student growth at 4,882 (1.04 percent), and assumed migration at 3,110 or almost 64 percent of of total growth.

Through the middle years of the decade, as the gap between entering and departing student numbers decreases and the in-migrating segment increases, overall student growth is expected to slow down, peak in 1997-98, and then begin to fall. This holds profound implications not only for funding but also for strategic planning. *(See Charts #25-#27)*

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Summary of Statistical and Financial Data: Supplement to the Annual Report*
- *Utah School Finance Reference Manual*
- *Salary Schedule Information on Utah School Districts*
- *Fall Enrollment Report of Utah Public and Private Schools*
- *Fingertip Facts: Facts and Figures About Utah's Public School System*

Chart #25

Grades K-12
ENROLLMENT PROJECTIONS
(October 1, 1994 through October 1, 1998)

School Year	October 1 Enrollments	Increase Over Previous Year	
1994-95	473,615	4,889	1.04%
1995-96	476,281	2,666	0.56%
1996-97	477,842	1,561	0.33%
1997-98	481,021	3,178	0.67%
1998-99	480,358	-662	-0.14%

Chart #26

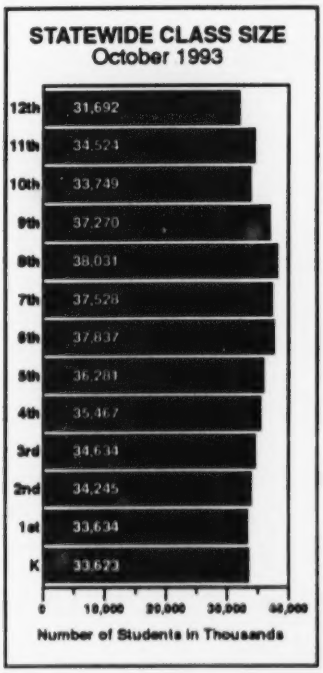
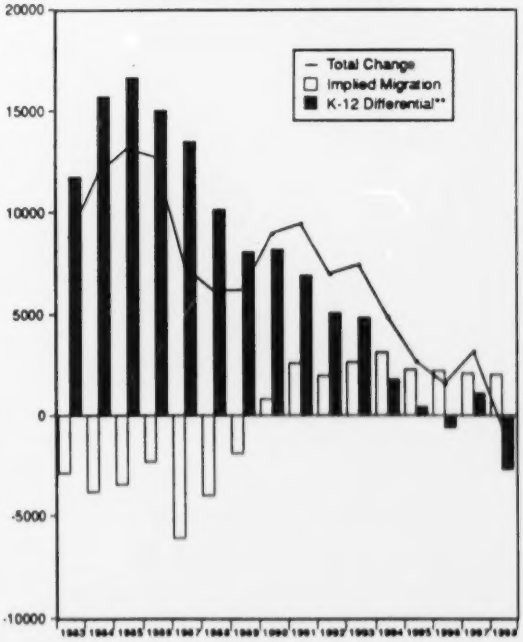


Chart #27

Utah's Public Schools 1993-98
COMPONENTS OF CHANGE IN FALL ENROLLMENT



** Difference--Current Year Grade K Less Prior Year's Grade 12
Source: Utah State Office of Education, School Finance & Statistics

13. WE'RE PROVIDING EDUCATION SUPPORT SERVICES...

...through commitment to empowering others, part of the State Strategic Plan.

STATE OFFICE RESEARCH LIBRARY

Now in its sixth year, the State Office of Education Research Library is facilitating access to information that nourishes change, thereby filling a pivotal need of strategic planning as a research and development clearinghouse. It offers electronic databases, collated statistics, and government documents as well as professional journals of timely value to policymakers, educators, and advocacy groups.

SCHOOL LAW AND LEGISLATION

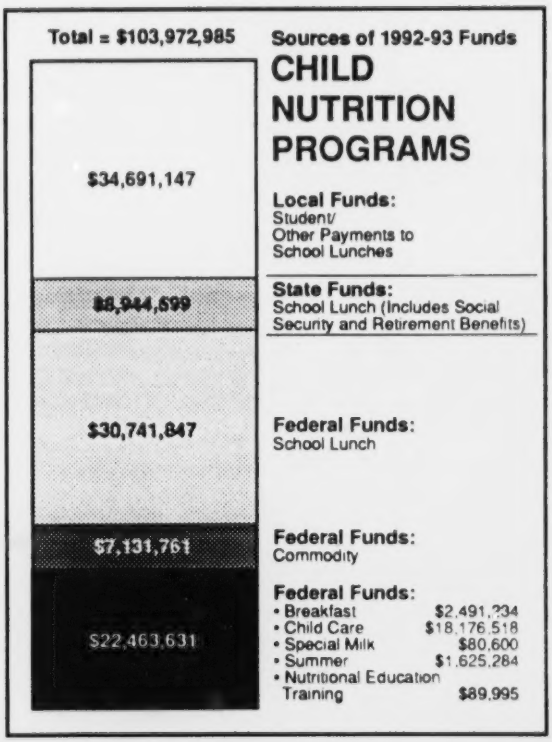
During the past year, the State Office School Law and Legislation Section provided services relating to non-fiscal legislation, education law, rulemaking, school trust lands, and administrative hearings. The staff worked with those affected to reduce unnecessary mandates and update all administrative rules adopted by the State Board of Education, setting an important precedent for collaboration.

Careful research provided impetus for key changes in the management of school trust lands, among them federal legislation that could result in fair compensation being given to the schools for the entrapment of trust lands within special use areas. The School Law Section plans to focus future efforts on building closer ties with other Utah agencies that impact education and drafting model laws for interstate matters of common interest.

CHILD NUTRITION PROGRAMS

In 1992-93, school lunch program coordinators in the districts worked to provide a health and fitness-conscious menu of low-fat, nourishing foods to help all Utah children establish sensible, healthful, lifelong eating habits at an early age. Objectives for the accomplishment of this ambi-

Chart #28



tious goal have been infused into the approved K-6 core curriculum.

Hungry boys and girls in 300 public schools are now being fed in the morning before they start the school day. Although participation in the federally subsidized School Breakfast Program has increased, data on economic need indicate many other schools not yet taking part are also eligible. More and more schools and communities are also taking part in the Summer School Food Program as need rises and communities decide to take advantage of it. *(See Chart #28)*

EMERGENCY PREPAREDNESS

In 1993, the State Office developed and distributed 3,000 emergency preparedness manuals to Utah schools and districts. Inservice was provided to most districts to prepare them to protect students and personnel during an emergency caused by acts of nature, technology, or security hazards was provided.

PUPIL TRANSPORTATION

In the 1992-93 year, Utah's school buses traveled approximately 23 million miles, transporting 146,143 pupils each day on 1,831 buses and employing 2,200 full-and part-time drivers and 85 driver/trainers, 73 mechanics, and a support staff of secretaries and technicians. The total cost of transporting students to and from school was $41,469,771. The Transportation Advisory Committee created by the Legislature approved Utah's transportation finance formula in March 1993, and the first budget cycle under this new formula has just been completed.

Working jointly with the Automated Geographic Reference Center at the Capitol, the State Office is proceeding to develop a computerized bus route evaluation system and has digitized all 4,000 school bus routes so accurate maps can be created. When the full program is in place, it will enhance efficiency of each route, equipment use, and passenger service.

HUMAN RESOURCE MANAGEMENT

Last year, the State Office of Education Human Resource Section processed 100 position recruitments, performed 166 job reclassifications, and conducted inservice training for all agency employees on the Americans With Disabilities Act, and Quality Improvement/Ethics. Sexual harassment prevention training was provided for all new supervisors. The Section also continued to provide assistance to school districts on request as well as to State Office workers on a variety of personnel and job performance-related issues.

PUBLIC RELATIONS

Throughout 1992-93, the State Office Public Relations Section continued to keep the public informed of noteworthy educational happenings and State Board of Education policy changes through close contact with the media, education-related briefings, use of printed materials, and responding to in-person and phone inquiries.

The Section also assisted agency staff and school districts and was involved in troubleshooting controversial issues, coordinating special events, and facilitating state and national school recognition programs.

UTAH PUBLIC EDUCATION FOUNDATION

In 1992-93, the Public Education Foundation facilitated the income check-off, a fundraising project with Lagoon, and an inservice and energy tour for teachers sponsored by Chevron USA. This year, the Legislature allocated $575,000 to districts contingent on private matching dollars. The Foundation also funded the Alpine trACE project, a language science project, and a parent involvement project, and consulted with local district foundation directors.

INTERNAL ACCOUNTING

Again in 1992-93, the Internal Accounting Unit monitored the fiscal accountability of the State Office of Education, State Office of Rehabilitation, Child Nutrition Program, and Minimum School Program, and served as the funding agent for the applied technology centers, fine arts programs, Utah State Developmental Center, Youth Center at Utah State Hospital, and corrections education. The Unit also continued to provide vital budgetary, payroll, and purchasing services.

AGENCY COMPUTER SERVICES

Agency computer services launched the migration of the State Office to an integrated agencywide local area computer network last year. Groundwork has been completed to enable the mainframe computer system to generate cost savings and facilitate in-house communication and sharing. The State Office exchanged data more fully with districts, and added computer services were provided in school finance and teacher certification.

Internal Accounting and Agency Computer Services worked together with the state auditor and State Board internal auditor; processed in excess of 58,000 transactions, an increase of 9.9 percent; and negotiated the 1993-1998 indirect cost rate.

MORE INFORMATION IS AVAILABLE IN THE FOLLOWING PUBLICATIONS:

- *Statewide Child Nutrition Programs: Strategic Plan for the National School Lunch Program*
- *Human Resource Management Laws and Regulations : Resource for School Districts*
- *Media Notebook: Information About Utah Schools*
- *StudentFOCUS Newsletter*

CONCLUSION

Our priority is to ensure continuous improvement in educational achievement for all Utah students. We are striving to accomplish this through full implementation of the Utah State Education Strategic Plan.

The Strategic Plan will enable us to move forward with innovative programs involving students, teachers, parents, businesses, and communities. Through widespread involvement of all citizens in education, greater opportunities for learning will be made available to Utah students.

Education is Utah's best investment for a prosperous tomorrow. Strategic planning at all levels of our system will take us there.